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DIRECTORY.

CHURCH DIRECTORY.

Baptist—has services first Sunday and Sunday night in every month and Saturday night preceding. W. P. Bennett, pastor.
M. E. Church South—services first Sunday in every month. W. C. Cook, pastor.
Union Sunday School every Sunday morning at half past eight o'clock.

COUNTY DIRECTORY.

CIRCUIT COURT.

Hon. James Stuart, Judge, Owensboro.
A. L. Morton, Clerk, Hartford.
H. R. Merrill, Master Commissioner, Hartford.
C. W. Phillips, Sheriff, Hartford.
J. W. Hunter, Hartford, S. P. Taylor, Dover, Dan, E. H. Cooper, Louisville, S. L. Fulkerson, Huggs Falls.
Court begins second Mondays in May and November, and continues three weeks each term.

CRIMINAL COURT.

Hon. J. A. Murray, Judge, Cloverport.
Hon. Joseph Hayslett, Attorney, Owensboro.
E. W. Wise, Jailor, Hartford.
Court begins on first Mondays in April and October and continues two weeks each term.

COUNTY COURT.

Hon. W. P. Gregory, Judge, Hartford.
Capt. Sam. K. Cox, Clerk, Hartford.
J. P. Sanderford, Attorney, Hartford.
Court begins on the first Monday in every month.

QUARTERLY COURT.

Begin on the 1st Monday in January, April, July and October.

COURT OF CLAIMS.

Begin on the first Mondays January and October.

OTHER COUNTY OFFICERS.

J. J. Leach, Assessor, Co. 1.
J. Smith Fitts, Surveyor, Sulphur Springs.
Chas. H. Howell, Chas. H. Howell, Supt. of Roads, School Commissioner, Hartford.
R. P. Rose, School Commissioner, Hartford.

MAGISTRATES' COURTS.

CITY DISTRICT—No. 1	Mar	June	Sept	Dec
E. F. Telford	1	2	4	5
P. H. Alford	1	2	4	5
CO. 2, DISTRICT—No. 2				
A. N. Brown	28	29	26	27
D. J. Wilson	28	29	26	27
CO. 3, DISTRICT—No. 3				
A. T. Coffman	26	27	24	25
W. P. Bender	26	27	24	25
CO. 4, DISTRICT—No. 4				
W. P. Bender	26	27	24	25
CO. 5, DISTRICT—No. 5				
W. P. Bender	26	27	24	25
CO. 6, DISTRICT—No. 6				
W. P. Bender	26	27	24	25
CO. 7, DISTRICT—No. 7				
W. P. Bender	26	27	24	25
CO. 8, DISTRICT—No. 8				
W. P. Bender	26	27	24	25
CO. 9, DISTRICT—No. 9				
W. P. Bender	26	27	24	25
CO. 10, DISTRICT—No. 10				
W. P. Bender	26	27	24	25
CO. 11, DISTRICT—No. 11				
W. P. Bender	26	27	24	25
CO. 12, DISTRICT—No. 12				
W. P. Bender	26	27	24	25
CO. 13, DISTRICT—No. 13				
W. P. Bender	26	27	24	25
CO. 14, DISTRICT—No. 14				
W. P. Bender	26	27	24	25
CO. 15, DISTRICT—No. 15				
W. P. Bender	26	27	24	25

COUNTY TABLE.

A list of the Corporation of Ohio County and their First Office held.	1877	1878	1879	1880
W. W. Todd, Sheriff.	1877	1878	1879	1880
CO. 1, DISTRICT—No. 1				
Isaac Brown, Marshal.	1877	1878	1879	1880
CO. 2, DISTRICT—No. 2				
J. M. Caskey, Marshal.	1877	1878	1879	1880
CO. 3, DISTRICT—No. 3				
Ed. Chas. Butler.	1877	1878	1879	1880
CO. 4, DISTRICT—No. 4				
Jo. H. Butler, Marshal.	1877	1878	1879	1880
CO. 5, DISTRICT—No. 5				
Y. Butler, Marshal.	1877	1878	1879	1880
CO. 6, DISTRICT—No. 6				
W. M. Butler, Marshal.	1877	1878	1879	1880
CO. 7, DISTRICT—No. 7				
R. E. Butler, Marshal.	1877	1878	1879	1880
CO. 8, DISTRICT—No. 8				
A. C. Butler, Marshal.	1877	1878	1879	1880
CO. 9, DISTRICT—No. 9				
T. C. Butler, Marshal.	1877	1878	1879	1880
CO. 10, DISTRICT—No. 10				
A. C. Butler, Marshal.	1877	1878	1879	1880
CO. 11, DISTRICT—No. 11				
Y. Butler, Marshal.	1877	1878	1879	1880
CO. 12, DISTRICT—No. 12				
W. M. Butler, Marshal.	1877	1878	1879	1880
CO. 13, DISTRICT—No. 13				
R. E. Butler, Marshal.	1877	1878	1879	1880
CO. 14, DISTRICT—No. 14				
A. C. Butler, Marshal.	1877	1878	1879	1880
CO. 15, DISTRICT—No. 15				
T. C. Butler, Marshal.	1877	1878	1879	1880

POLICE COURTS.

Hartford—J. P. Morgan, Judge, second Monday in January, April, July and October.
Charles Griffin, Marshal.
Dover—J. W. Cooper, Judge, first Saturday in January, April, July and October.
Thomas Stevens, Marshal.
Cromwell—A. P. Morgan, Judge, second Saturday in January, April, July and October.
Jas. W. Daniel, Marshal.
Covington—W. D. Barnard, Judge, last Saturday in March, June, September and December.
Daniel Fisher, Marshal.
Harrison—J. W. Lockford, Judge, post office address Melbury, court held third Saturday in January, April, July and October.
A. J. Gorman, Marshal, post office address Melbury.
Rockport—James Thibault, Judge, Mansfield Williams, Marshal. Courts held first Wednesday in January, April, July and October.

LODGE MEETINGS.

A. Y. M.

HARTFORD LODGE, NO. 156.
Meets third Monday night in each month. W. H. MOORE, W. M. Secy.

R. A. M.

KEYSTONE CHAPTER, NO. 110.
Meets second Monday night in each month. M. E. W. H. MOORE, H. P. Comp. H. WEINSTEIN, Secy.

I. O. O. F.

HARTFORD LODGE NO. 158.
Meets in Taylor Hall, in Hartford, Ky., on the Second and Fourth Saturday evening in each month. The fraternity are cordially invited to visit us when convenient for them to do so.
L. BARNETT, N. G. W. H. PHIPPS, Sec. R. P. BRYAN, D. D. G. M.

I. O. G. T.

HARTFORD LODGE NO. 12.
Meets in Taylor Hall, Hartford, Ky., every Thursday evening. A cordial invitation is extended to members of the Order to visit us, and all such will be made welcome.
REV. G. J. BEAN, W. C. T. Miss ELLEN TAYLOR, Sec. G. B. WILLIAMS, L. D.

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"I COME, THE HERALD OF A NOISY WORLD, THE NEWS OF ALL NATIONS LUMBERING AT MY BACK."

VOL. 3.

HARTFORD, OHIO COUNTY, KENTUCKY, JULY 18, 1877.

NO. 28.

LETTERS TO BARRY MARY.

Little baby Mary,
Formed in beauty's mold,
As joyous as a fairy,
And hardly two years old.
Little voice so cheery—
Little thoughts half told;
Playful little deary,
Hardly two years old.
Mischief in every dimple,
A world of fun untold,
So artless and so simple,
And hardly two years old.
A thousand blessings, Mary,
On your little head of gold.
My darling little fairy,
Scarcely two years old.
—R. C.

FRAGMENTS OF THE EARLY HISTORY OF OHIO COUNTY.

BY H. D. TAYLOR.

CHAPTER XIV.

It was my intention to devote one or more chapters to the manners and customs of our early settlers, contrasting those with the present day, and as an introduction to the subject, we now give some extracts from the "Early Experiences of Ralph Ringwood."
These extracts were written out and published by Washington Irving, to which he appends the following note of explanation: "Ralph Ringwood, though a fictitious name, is a real personage—the late Governor Darvel, of Florida. I have given some anecdotes of his early and eccentric career in, as nearly as I can recollect, the very words in which he related them. They certainly afford a strong temptation to the embellishment of fiction; but I thought them so strikingly characteristic of the individual, and of the scenes and society into which his peculiar humors carried him, that I preferred giving them in their original simplicity."
In addition to Mr. Irving's remarks, we would also premise that there are some inaccuracies in dates, names and places, and in attributing certain qualities to wrong individuals. For instance, he describes Bob Mosely as a great fiddler, when it is asserted by those who knew him well, that he never played a fiddle in his life; yet there were many other persons answering to the character given to Mosely; and upon the whole, notwithstanding these inaccuracies, the whole is a very good description of backwoods life. It is too lengthy to give entire; we will have to give only extracts. He commences thus:

Just about to get things ready for breakfast. Her first resort was to the smoke house. Scarcely had she opened the door when master Jack, tired of his confinement and glad to be released from darkness, gave a loud bay and rushed forth. The animal trampled over her and rushed for the common. Poor Barbara, she had never seen a donkey before, and having read in the Bible that the devil was like a roaring lion, and went about seeking whom he might devour, she took it for granted that this was the devil himself. The kitchen was soon in a hubbub; the servants hurried to the spot. There lay old Barbara in fits. As soon as she got out of one of the thoughts of the devil came over her, and she fell into another, for the good soul was devotedly superstitious.

Here follows a long account of a severe cold, and other ill-treatment, from a little crusty, crabbed, half-breed, and other members of the family, which induced him to leave home. We give only the parting scene, and a few incidents on the way. He sought an interview with his father, and "Frankly told him the mortification I had experienced, and the fixed determination I had made to go from home." "And where do you mean to go?" "To Kentucky, to Kentucky." "Why, you know nobody there." "No matter, I can soon make acquaintances." "And what will you do when you get there?" "Hunt."

My father gave a low, long whistle, and looked in my face with a serio-comic expression. I was not far in my teens, and to talk of setting off alone to Kentucky to turn hunter seemed doubtful to the little party of a boy. He was little aware of the dogged resolutions of my character, and his smile of incredulity but fixed me more resolutely in my purpose. I assured him that I was serious in what I said, and would set off for Kentucky in the spring.

"Accordingly, as soon as spring had opened, I sought him one day in his study, and informed him that I was about to set out for Kentucky, and had come to take my leave. He made no objections, for he had exhausted persuasion and remonstrance, and doubtless thought best to give way to my humor, trusting that a little rough experience would soon bring me home again. I asked for money for my journey. He went to a chest and took out a long green purse, well filled and laid it on the table. I now asked for a horse and a servant."

Dear Creek Items.

Editor Herald:

I will give you a few items for your paper.

We are all honest and industrious people, all the citizens of this neighborhood keep pretty well armed, as this creek took its name in early days from the great number of bears that roamed its banks, and there is one that remains to the present, and has his den near this beautiful stream, by the name of Jim Bear.

This is a poor country, but as there is no whiskey sold nearer us than Hartford, every man, woman and child is pleased at staying home on Saturday evenings, instead of seeking company while their husbands and fathers enjoy their self-interest at a horse race or a shooting match near some whiskey shop in some other neighborhood, as it was the case some time ago. Nearly all are trying to make home pleasant and attractive, building and remodeling their dwellings and getting new sewing machines for their wives. I am very much pleased to see a sewing machine agent coming as it will add a few more ruffles, puffs and folds to my scanty wardrobe. I thank you, Mrs. Katie Funk for your kindness for the use of your St. John machine to make up my spring goods.

This neighborhood has some very interesting little children, one of the most intelligent little girls I ever saw is Delia, daughter of C. C. Taylor. She is seven years old and has never been to school in her life, and can read in any common school book and is a constant reader of the Herald, and can also read writing. Her parents ought to be proud of her.

As we have had a nice rain since I have been writing it will afford the farmers an opportunity to replant their tobacco. Corn, wheat and tobacco look well. We are aiming to get some of your gold, on corn and tobacco at the agricultural fair.

Education.

The word education is so often used we hear it without due consideration of its real meaning. As generally understood, education consists of going to school a certain length of time and a number of books committed to memory, and the work is finished, is it not? Is education ever completed? I think not. A knowledge of a few books is not education, it is only a sort of primary school that prepares anyone for the application of it in the school room. We are all teachers in one way or another, and to impart knowledge to advantage, we must make attractive the truths to be learned, and learn to adopt them to the understanding, with the proper illustration. There is too much carelessness on the part of some teachers in instructing the young pupil. Difficulties which they cannot get over without some one tells them how. The young pupil must have a start, and the teacher should take more care than those further advanced. It is very often the case that a child will come to the teacher with a word to pronounce or a simple problem to solve, and the teacher will say go sit down and pronounce it yourself, and work out the problem the best way you can, for if I tell you how, you will not know any more about it than at first. A teacher must have patience to go into the school room. They must not get mad or fretted, for no one can control a child or school successfully till they can first govern themselves.

I have not written on the subject that any one might be benefited or informed thereby, but that I might be benefited by some one writing on the same subject to a teacher, and the teacher will say go sit down and pronounce it yourself, and work out the problem the best way you can, for if I tell you how, you will not know any more about it than at first. A teacher must have patience to go into the school room. They must not get mad or fretted, for no one can control a child or school successfully till they can first govern themselves.

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EDUCATIONAL.

We will be assisted in this department by R. P. ROWE, Common School Commissioner.

Notes from the School Commissioner.

The Ohio County Teachers' Institute will be held at Hartford, beginning Monday, July 23, 1877, and continuing four days.

Teachers' certificates will be endorsed at the Institute.

Those who do not attend the Institute will forfeit their certificates.

The County Board of Examiners will meet on the first Saturday in each month. Applications for certificates must apply at that time.

The Teachers' Institute.

BY H. A. E. HENDERSON.

Two things are indispensable to rendering Teachers' Institutes profitable:

A proper appreciation of their necessity, and—2. Of their design. That the teacher should diligently study his profession so no one will doubt who has any reasonable conception of the delicacy and responsibility of his work. His office is to direct the young mind right. To teach it how to think and what is worthy of thought. A thoughtless man is next akin to a mindless man. The unthinking and the imbecile are first cousins. Thinking involves a proper cultivation of attention, and this includes all the observing powers. To see with the eye, to hear with the ear, to feel with the heart, and to see and hear and feel things in their proper relations to truth is the end of all education. A man may be a walking encyclopedia, and be far from an educated man. You may be able to trust him for facts and have no confidence in judgments, which result from the right comparison and largest generalization of facts. To give the mind a taste for ennobling themes, and instruct it how to meditate upon them; to incline the heart to the good and lead it to differentiate momentary impulse and sudden passion from permanent principle and moral feeling. These two statements contain the chief design of the pedagogic office. Would an artisan who had never studied its mechanism undertake the repair of a chronometer? Will a surgeon unacquainted with the location of the nerves and muscles of the parts, undertake a compound and complicated surgical operation? Will the teacher, for mere profit, undertake to mold minds while he knows and cares nothing for the laws of reason and the motives of action? The world is full of tinkers, charlatans and schoolmasters!

The teacher, therefore, should seek every opportunity to be better instructed in his high calling, that he may walk worthy of his vocation. He should study pedagogic literature in its permanent and periodical forms; he should study human nature and be able to classify its peculiarities, as manifested in different individuals, he should compare opinions and methods with his fellows, and sit with docile receptivity at the feet of wisdom and experience. The law, rightly apprehending the importance of Institutes, makes attendance upon them compulsory. Those able to teach must go to instruct those who need to learn; those who are ignorant must go to be taught. The teacher who votes the Institute "a bore" may be set down as chiefly concerned for "the draw," and is never so interested in his school as on pay-day. Commissioners should with rigidity enforce the statute. To refuse to do so is not only to manifest a deplorable ignorance or indifference to the teachers of his county, but to be morally responsible to the obligation involved in his oath of office. A prompt recognition of the certificates of those who hold and treat the Institute with contempt would be a rapid and healthy reform of existing abuses and tend largely to the speedy reinforcement of the State with a corps of competent instructors.

Second—The design of the Institute, as already intimated, is to impart instruction in the art of teaching. "How to teach" is the simple proposition that expresses its principal aim and end. "How to govern" is next in importance. If, therefore, it is allowed to degenerate into a debating society, or the time is fruitlessly employed in solving the perplexities of mere mental puzzles, or the hours are spent in "quizzing," then the utility of the Institute may well be questioned. Essays, declamations, select readings and music may serve as elements of entertainment or relaxation, but they should maintain about the same relation to the Institute that the recess does to the school. Abstract themes are seldom profitably discussed. Essays should always have a practical bearing on the teachers' work. The curriculum of instruction should be strictly confined to the common school course, and no pedantic conceit should be permitted to squander the time upon branches and subjects that transcend the work of the common school teacher. How to teach spelling and reading (including phonetics) grammar and geography, mental and moral arithmetic, history and composition, together with how to organize, conduct and govern the school, includes a programme fully compassing the design of the law, and exhaustive of all the time allotted to a legal session. The Institute should always have a Committee on Programme that will scrutinizingly select the best teaching talents; assign the branch to be illustrated by each, and, as near as may be, accurately defined the range and limit expected of the demonstrators. Sufficient time should be given those designated to concisely and transparently organize the method and main

DECLARATION OF INDEPENDENCE.

A Composition Read at the Closing Exercises of Lysand Institute, June 24th, 1877.

BY MISS LIZZIE WALKER.

Respected audience, it may be that seeing my subject on the programme you have imagined that I am going to pronounce some eulogy upon the patriots, that, roused by their wrongs and sense of injustice proclaimed on the Fourth of July, 1776, the famous Declaration of Independence. But you are mistaken. I speak tonight in my own behalf, and in behalf of the class which I represent. I will, however, quote a few of their words, as I cannot find any better words to express my feelings: "When in the course of human events it becomes necessary for one people to dissolve the bonds which have connected them with another, a decent respect of the opinions of mankind requires that they should declare the course which impels them to the separation."

"Decent respect to the opinion of mankind." Of course everything should be done decently, and that is the reason that I, modest as I am, come before you tonight.

Well, these great men went on to say, and everybody believes that they spoke the truth. We hold these truths to be self-evident (that is pretty strong isn't it?) that all men are created equal, that they are endowed with certain inalienable rights, among which are life, liberty and the pursuit of happiness. If all have a right to liberty and the pursuit of happiness, then why is it that the large and respectable class of the community called "school girls," should be oppressed, perplexed and borne down by rules and regulations, till neither their feet, their hands, their tongues, nor even their hearts are left at liberty to act voluntarily.

Poor miserable unfortunate, doomed to pass the halcyon days of youth within the narrow limits of the college walls, under the supervision of lynx-eyed teachers, and deprived of the exercise of our wills.

Here we spend, what ought to be our happiest day, trying to comprehend the dull pages of some mystical science, such as philosophy, Chemistry, Logic, or pouring over the History of events that happened so long ago, that they are entirely out of date, or what is worse, seeking to solve some proposition in Mathematics, which is nearly meaningless, to the bewildered mind, and after all the solving, don't seem to be so very much. Some of us are compelled to study French or Latin as though there was any better language than the good old English.

Variety is said to be the spice of life, but precious little is the spice that the school girls get. Why, Saturdays and Sundays are the only days that pretend to have any difference, and that is not much.

Let me depict the annoyances of one bright day:

First, then, before it is time for fashionable people, or people of any leisure to have their morning dreams disturbed—our sweetest slumbers broken by the ringing of the rising bell. No matter what our dreamy fancies may be, whether of the mystical future, the buried past, or the busy present, all the same we are rung up. Or, if we happen, by some mistake, not to hear the bell, or half hearing it, fail to heed and hug the pillow just a minute longer to get our eyes open good, there is a tap tap at the door, asking if all are up. Then, of course, we must do something. Some suggest sleep on. Yes, that would be very nice indeed, for the breakfast-bell would ring just as you are about half ready, and you are tardy at the table. But what does that matter? asks one. Oh, nothing much, only a few demerits. Well, don't you go down at all; play sick, says another, and have your breakfast sent to your room. That would be very pleasant indeed, but there is "no rose without a thorn" for the school girl. Of course our teacher must come to see what there is in her materia medica that would answer for us, and after long deliberation, feeling of our pulse, giving much advice, &c., she comes to the very wise conclusion that a paper pill or two would be beneficial. Of course it is presented at once and we have to swallow it.

What freedom, I would respectfully say, there is in such a position. But I must hasten. Let me say, however, that whenever we do get up promptly, something gets out of order in the kitchen, or somewhere below, and we worry and fret ourselves until we are as hungry as wolves. At last the bell rings. Oh, that

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